

**Investors in Pupils**  
**Reassessment Report**

|                                               |                                 |
|-----------------------------------------------|---------------------------------|
| <b>Name of School:</b>                        | Howard Park Community School    |
| <b>Headteacher:</b>                           | Karen Vickers                   |
| <b>Investors in Pupils Coordinator:</b>       | Carol Lavender                  |
| <b>Investors in Pupil Assessor:</b>           | Helen Smithies                  |
| <b>Date of the Assessment:</b>                | 07.05.14                        |
| <b>Headteacher email:</b>                     | Head.howardpark@edukirklees.net |
| <b>Investors in Pupils Coordinator email:</b> | Head.howardpark@edukirklees.net |
| <b>School contact telephone number:</b>       | 01274 335262                    |
| <b>Local Authority:</b>                       | Kirklees                        |

**Context of the school:**

Since the school last accredited for 'Investors in Pupils,' the school has expanded to accommodate year 5 and 6 pupils. There are above average numbers of pupils with special needs and FSM. The vast majority of pupils are of White British heritage. The school last attained the 'Investors in Pupils' accreditation in July 2011 and since then has worked hard to further embed, develop and enhance the standard.

**Areas for Development as detailed in the last report**

- Although the principles and five areas of 'Investors in Pupils' are very well embedded into everyday life at Howard Park, pupils could not explain what 'Investors in Pupils' was or talk about the areas without prompts. To raise the profile, statements could be added around the class 'Investors in Pupils' display boards which link the five key areas of learning, behaviour, attendance, classroom management and induction together.

From evidence seen on the day, I can confirm that this has been met.

**Strengths of the school which support the principles of 'Investors in Pupils'**

**Learning**

- All classes have age appropriate 'Investors in Pupils' notice boards displaying the individual targets and induction booklets had a high profile in each classroom.



## INVESTORS IN PUPILS

- Class targets have a high profile and are clearly displayed in all classrooms, supporting the learning environment with a range of rewards selected by pupils. Children of all ages spoke with great pride about their targets.
- All children have individual targets and there are established reward schemes that recognise the achievement of the targets. When a child achieves their individual target, they are recognised in the weekly celebration assembly as well as on the school newsletter. Parents also spoke with pride about when their child achieves their target.
- Once targets, both class and individual, have been achieved, they are renewed so there is always something to work towards.
- The introduction of the innovative idea of 'whole school targets' is clearly working and the children are highly motivated to achieve them by working as one big team in order to receive a whole school reward.
- It was particularly impressive to see that pupils are running their own ICT lunchtime club! The leader of this club was very enthusiastic, extremely well organised and a real asset to the school and pupils!
- All pupils spoken to on the day were aware of lifelong learning and see adults in school as learners. They were able to give examples of recent training their teachers/teaching assistants had attended and how it had been implemented into their learning.

### Behaviour

- As the assessor walked around the school and interviewed pupils, there was evidence that there are high expectations for all pupils and an ethos of positive reinforcement for good behaviour.
- All pupils interviewed were models for good behaviour and attentiveness.
- Pupils were able to talk positively and with clarity about the different approaches within each class to managing behaviour including rules, consequences and rewards.
- The school has very clear rewards and sanctions policies, appropriate to age, which the children have been involved in developing and are clearly displayed in all classrooms in child friendly formats e.g. class promise, class rules. All children knew the systems and could explain them clearly.
- The school has various, age appropriate reward systems in place which children spoke enthusiastically about to the assessor. They are highly valued by the children and very motivated by them.
- The weekly reward assembly is clearly highly valued by not only the children but by the parents too. Children are rewarded for both academic and personal achievements.
- During the tour, the children took great pride in highlighting the framed pictures on the wall in the corridors of individual children's achievements e.g. the dance tournament, football matches etc.
- The school has utilized the Investors in Pupils targets in order to address specific behaviour issues with targeted children by setting behaviour targets, in consultation with parents, linked to home. This has proven to be a good strategy for improving behaviour outside of school.
- The school has a fantastic nurture resource, 'The Bear Cavern.' which caters for children with specific needs. The children attending this resource base have additional Investors in

© Leeds City Council Copyright 2013.

Reproduction is permitted for non-commercial use only, with acknowledgement as Leeds City Council copyright.

Enquiries concerning reproduction should be sent to: Investors in Pupils, Leeds City Council, Adams Court, Kildare Terrace, Leeds LS12 1DB



## INVESTORS IN PUPILS

Pupils targets to work towards as well as individual reward pots where they collect 'treasures' which convert into pennies that the children can eventually spend.

### **School and Class Management including knowledge of school finance**

- The school has a newly set up 'Investors in Pupils Reps' who collect and provide feedback as to how it is running in each class. Each class has two representatives and they have a good profile as their pictures are displayed both on a board and around school, including every classroom. This has been a successful way of keeping children engaged and excited about the award, especially in years 5 and 6.
- Children are offered opportunities to take responsibility in the school and can apply for jobs in writing and are interviewed by fellow pupils or staff depending on the job. Children also understood that if they did not complete their jobs efficiently, they could also 'get sacked!'
- Every class has its own induction booklet that the children have created. These are refreshed and updated every year and detail the class routines, members of staff and in some cases, information about each pupil.
- Pupils look after their school and know it is important to care for resources. Pupils have a good awareness of budgets which has been further enhanced through the introduction of class budgets amounting to £500 per class. This has helped pupils to understand the value of resources having chosen them themselves. They could also explain why they couldn't have everything they may want
- Pupils could explain that it was the headteacher and governors who look after the school budget and make decisions on spending.
- Pupils are aware of the roles and responsibilities of the various adults working in school, including governors, and how they support them. Pupils had been given the opportunity to ask questions to various members of staff during assemblies about differing staff roles in school.
- The cleaners now give each class with a daily score out of ten for how clean and tidy they leave their classroom. The children are keen to score highly thus raising the profile of both the cleaners and their responsibility to look after their school. The children spoken to knew it was their job to look after the school as well as the cleaners'.
- Governors have a high profile in school with each class having a governor linked to it. Governors regularly come into their assigned class to support with learning. This has really helped the children to understand the governor's role and given them an improved awareness of who they are, as well as supporting the governors in having more of a role in the everyday life of the school.
- Class vision statements/promises were prominent in every classroom and pupils were able to talk about how they had contributed to deciding on them, each unique to each class. These are also displayed centrally outside the school hall.
- The school has a strong and active School Council that collects and provides feedback to and from Class Councils and through assemblies which works well. The School Council has a good profile and they are given many opportunities to make a real difference in school.

© Leeds City Council Copyright 2013.

Reproduction is permitted for non-commercial use only, with acknowledgement as Leeds City Council copyright.

Enquiries concerning reproduction should be sent to: Investors in Pupils, Leeds City Council, Adams Court, Kildare Terrace, Leeds LS12 1DB



## INVESTORS IN PUPILS

- All pupils were able to describe changes the School Council have made and how they can contribute to change even if they are not on the council through Class Councils or the suggestion box.

### Attendance

- Attendance has improved a lot over the last three years and is now being sustained at over 95%. The introduction of a bronze, silver and gold award for attendance is consolidating this.
- Children receive recognition now for attendance over 95% as well as for progress they make in improving attendance. Children are clearly motivated by these awards and spoke enthusiastically about them.
- The vibrant attendance display board in the entrance hall with the children's' names on has also highlighted the importance of attendance to both the children and the parents.
- The profile and status of having good punctuality has been raised through a past whole school Investors in Pupil's target around being on time. This had a positive impact and more children are consequently arriving on time.

### Induction

- Each class (including Nursery and Reception) has an induction book. The pupils all knew where their class induction books were kept and could describe how they had contributed to the contents.
- Pupils talked about how they are used to support new pupils and staff.
- The school has excellent transition processes in place and places a lot of emphasis on this through dedicating a whole week before the summer holidays and 2 weeks in September to this process to ensure reduced anxieties when moving to the new class or next stage.
- The school has also introduced an induction booklet which has to be filled in by pupils who are new to the school in order for them to find out more information about the school as a whole and then share this with their parents. This is a very innovative way of inducting new pupils and ensuring they get to know the whole school community, beyond just their class.
- The school has also introduced a similar booklet for children to complete if they leave the school part way through the year in order to give their new school information about them as a child as well as the school they have come from.

### Areas for development

There are no compulsory development areas.

Upon walking into Howard Park Community School, I could immediately sense the caring, vibrant and enriching ethos which you create and I would like to thank all the pupils and staff for a very enjoyable visit and for the opportunity and privilege to witness such a positive school community in action.

I wish the school every success in the future.



INVESTORS IN PUPILS

Yours sincerely,

Helen Smithies

'Investors in Pupils' Assessor